DOCUMENT RESUME

ED 266 738 HE 019 108

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TITLE Marketing Strategies Used to Promote Master of Business Administration Programs in Colleges and Universities in the Middle Atlantic Region.
PUB DATE Jul 85
NOTE 110p.; Applied Research Project for partial fulfillment of requirements for the Doctor of Education Degree, Nova University.
PUB TYPE Dissertations/Theses - Undetermined (040) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Advertising; *Business Administration Education; Educational Demand; Enrollment Projections; *Enrollment Trends; Geographic Regions; Higher Education; *Marketing; Mass Media; *Masters Degrees; Program Administration; Public Relations; Questionnaires; School Surveys; Student College Relationship; Student Needs; *Student Recruitment; Technical Assistance
IDENTIFIERS *United States (Mid Atlantic States)

ABSTRACT

Enrollments in Masters of Business Administration (MBA) programs and the use and effectiveness of marketing techniques for managing MBA enrollments were investigated in 1984. A 94-item questionnaire completed by 56 MBA programs offered at colleges and universities in the Middle Atlantic States addressed administration, awareness of marketing and strategies, student services, and enrollment trends. Newspaper advertising and direct mail were used by more than one-half of the programs. Less than one-half of the administrators had any qualifications for marketing. Additional findings include: 49% of the MBA programs in the region had enrollment decreases, and 51% had enrollment increases in the past 3 years; 51% of the respondents predicted that their own enrollment would remain stable, 25% that it would decrease, and 24% that it would increase; 51% predicted that overall demand for the MBA degree would decrease; 67% predicted that the competition for students would increase. It was concluded that: (1) there was little use of marketing to manage enrollment; (2) the marketing concept was not in use in program design and management; (3) student needs and wants were not the focal point of programs and services; and (4) marketing was an activity initiated in response to enrollment decline. A four-page bibliography, the questionnaire, and sample cover letters are appended. (SW)

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MARKETING STRATEGIES USED TO PROMOTE MASTER OF BUSINESS ADMINISTRATION PROGRAMS IN COLLEGES AND UNIVERSITIES IN THE MIDDLE ATLANTIC REGION

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Nova University

July, 1985

HE 019 108

ACKNOWLEDGEMENTS

Sincere appreciation is expressed to the many individuals who have given of their time in support of this research effort.

The author is grateful to the committee members for their assistance in the project and especially to Dr. George Aker for his guidance and support. Further gratitude is expressed to the participants who gave of their time and what formed the basis for the research and to the individuals who initially supported and encouraged me to pursue the research.

A special thanks to Dr. Mary E. Stillman, for help in editing the dissertation and to Ms. Sandy Stump for the countless hours behind the computer terminal.

Significant debt and appreciation to Albright College, who supported my efforts; to my secretary Carol Riedel, who skillfully managed the preparation and to my parents and fiancee who inspired me with the persistence to complete it.

Abstract of a Major Applied Research Project Presented
to Nova University in Partial Fulfillment of the
Requirements for the Degree
of Doctor of Education

MARKETING STRATEGIES USED TO PROMOTE MASTER OF BUSINESS ADMINISTRATION PROGRAMS IN COLLEGES AND UNIVERSITIES IN THE MIDDLE ATLANTIC REGION

by

Paul F. Sable

July, 1985

Since World War II, there has been an unprecedented demand for the MBA degree and a proliferation of MBA programs. Growth has reached the point at which leading MBA educators fear that the market may be saturated and that there will be either a plateau or a decline in the demand for the MBA degree. The objectives of this study were (a) to determine to what extent a decrease in MBA programs is occurring, (b) to determine to what extent marketing is being applied to managing MBA enrollment and (c) to ascertain the perceived effectiveness of selected techniques to the management of enrollment of MBA programs.

A 94-item questionnaire eliciting information in 7 areas: institution, program, administration, marketing strategies, student services, marketing awareness, and enrollment trends, was mailed to the administrators of the

70 MBA programs in the Middle Atlantic States listed in the Graduate Management Admission Council Directory, 1984 edition. Eighty percent of the questionnaires were returned and the replies of the 56 respondents were analyzed using measures of central tendency, frequency distribution, percentage, and content analysis.

The findings revealed that (a) 49% of the MBA programs in the Middle Atlantic region had enrollment decreases and 51% had enrollment increases in the past 3 years, (b) 51% of the respondents predicted that their own enrollment would remain stable, 25% that it would decrease and 24% that it would increase, (c) 51% predicted that overall demand for the MBA degree would decrease, (d) 67% predicted that the competition for students would increase. A greater percentage of administrators of programs with enrollment decreases predicted decreases than administrators of programs with increases and a greater percentage of administrators of programs with increases predicted increases than administrators of programs with decreases. A greater percentage of administrators with decreased enrollment engaged in specific marketing activities than administrators of programs with increased enrollment. Very few techniques are used by more than one-half of the programs and none is universally used. Newspaper advertising and direct mail are the only mass media used by more than one-half of the programs, but the mass media are perceived as effective despite the fact that they are

infrequently used. Less than one-half of the administrators have any qualifications for marketing, and marketing budgets are small, usually less than $5,000 annually. Student services are not specifically designed to meet the needs of businesspersons and communication with students is limited. Formal marketing techniques are not extensively used.

It was concluded that (a) there is little use of marketing to manage enrollment, (b) the marketing concept is not in use in program design and management, (c) student needs and wants are not the focal point of programs and services, and (d) marketing is an activity initiated in response to an immediate crisis, that is, a decline in enrollment.

Recommendations were that (a) administrators be educated to the reality of the enrollment problem, (b) administrators be educated to the value of marketing in managing enrollment, (c) that administrators be educated to the basic philosophy of the marketing concept, (d) administrators be educated in the rudiments of marketing and (e) consultants be trained and certified in the field of MBA program marketing.

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Chapter 1

INTRODUCTION

Background and Significance

Enrollments in Higher Education

During the century preceding 1970, higher education in the United States enjoyed a period of continuous expansion. With only minor interruptions during World War II, the Korean War and the Great Depression of 1933-34, enrollment doubled every decade. During the 1950's and 60's, the growth rate was even greater (College Entrance Examination Board, 1976, pp. 1-2).

Many factors such as the birth rate, the national economy and the labor market can affect enrollments. Government programs and policies such as the GI Bill and the Great Society can also have an impact upon enrollments. The number of variables involved is great and the inter-relationships complex. Consequently, it is difficult to make long-range projections about enrollments with a high degree of accuracy and specificity.

In the seventies, higher education began to experience, for the first time in its history, declines in enrollment. The immediate causes were the end of the Vietnam conflict and compulsory military service, which previously motivated students to enroll in colleges and

graduate schools to gain deferment from military service; the phasing out of veterans' educational benefits programs; and a decrease in financial aid to students. Educators feared that a severe decline in the birth rate during the sixties and seventies which reduced the pool of potential college students for the eighties, would result in enrollment declines in the eighties.

Marketing and Its Significance to Educators

As a result of this projected decline, college administrators turned their attention to recession planning and enrollment management, problems with which they had never dealt. In search for solutions, administrators began to explore the potential of marketing. Marketing is a term which has been defined in many ways. One current, widely accepted definition is the one proposed by Kotler: "marketing is a social process by which individuals and groups obtain what they need and want through creating and exchanging products and value with others" (1984, p.4).

Although there are a number of approaches to marketing, laymen too often equate marketing with selling. Kotler (1984, pp. 17-23) describes five approaches which an organization may take to its marketing activity. One of the oldest, the production concept, is based on the belief that consumers favor those products that are widely available and low in cost. In higher education, community and state colleges generally take this approach. The approach used by

Ivy League and prestigious schools such as Berkeley is the one which holds that consumers will favor those products which offer the most quality, performance and features. The third, is the selling concept based on the idea that consumers, if left alone, ordinarily will not buy enough of the organization's products. The organization must, therefore, undertake an aggressive selling and promotional effort. Proprietary schools, such as those vocational and technical schools which advertise heavily on television, are an example of this approach. A fourth approach, which might be described as the "old" or technical concept of marketing, really defines the discipline or art or activities of marketing--the performance of business activities which direct the flow of goods and services from producer to consumer. The fifth, and most current, approach is the marketing concept which promotes the theory that the key to achieving organizational goals consists of determining the needs and wants of target markets and delivering the desired satisfaction more effectively and efficiently than competitors.

It is unfortunate that marketing is confused with selling for there is a distinct difference. The difference between selling and "the marketing concept" is that selling focuses on the needs of the seller and the marketing concept on the needs of the buyer. Under the market concept, the supplier does not need to persuade the buyer of his need for the service because the service fills a need already defined

by the buyer and which he is actively seeking to fulfill. A good example of the marketing concept is the fulfilling of higher education's need to keep a surplus of tenured faculty fully employed while at the same time fulfilling needs of adult learners to have access to education at convenient times and places through the use of satellite campuses and weekend colleges.

Although Peter Drucker (1973, p. 62) believes that the marketing concept may have been invented in 1650 in Tokyo, its central tenets did not crystalize fully until the mid-1950's, and since then it has moved very slowly into acceptance. Even today, it has not gained general acceptance and marketing is more often equated with the technology of marketing or with the sales approach.

Kotler (1976, pp. 55-56) defined marketing for college administrators as "human activity undertaken to satisfy some set of needs through exchange processes." In its application to education, marketing describes the "activities of both buyers and sellers, in this case students and colleges, in searching for suitable ways to satisfy their respective requirements." Kotler further notes that "the aim of marketing is to make selling unnecessary. The better the marketing job, the less need for hard selling." Needless to say, educators are reluctant to apply the "hard sell" to the recruitment of students, but the broadened concept of marketing, the marketing concept, and the pressure to deal effectively with the enrollment

problem made administrators more willing to accept marketing as an appropriate tool.

Since the early seventies, educators have worked with marketing specialists and gradually introduced at least some marketing techniques into undergraduate admissions, continuing education, institutional advancement and other areas. The marketing concept, however, has not yet been implemented in its totality in any educational institution.

Graduate Enrollments

The application of marketing to graduate education has not been widely explored for a number of reasons. Original projections did not forecast a decline in graduate enrollments, so there was no immediate pressure to act. The Carnegie Council on Policy Studies in Higher Education in 1980 (pp. 197-98) predicted a stable enrollment in graduate education over the next 20 years, but with considerable volatility, especially within degree levels and across the disciplines.

Even if the decline in the size of the college-age cohort were to affect graduate education, the minimum 4-year lag between the beginning of the undergraduate degree and entrance into a graduate program put less pressure on graduate schools to react immediately to the problem.

MBA Enrollments

Like higher education overall, enrollment in programs which grant master's degrees in business

administration has enjoyed phenomenal growth for a long period and especially in the last decade. This growth can be attributed to a number of factors. First, administration has emerged and been accepted as a full-fledged profession undergirded by a body of substantive research. Second, the growth in the number, size and complexity of businesses has led to a demand for persons with specific professional skills and there has been an acceptance of the idea that these skills are acquired through formal education past the baccalaureate level. This demand, coupled with extremely competitive entrance salaries, attracted many students. These factors, plus the decline in employment for graduates with traditional specialties, such as teaching, has led to a large influx of students into graduate business programs.

To accommodate this demand, there has been a dramatic increase in the number of institutions offering the master of business administration degree and an expansion in the size of existing programs. Educators seized upon this opportunity to compensate for the decline in undergraduate enrollments and to help support the increase in fixed costs caused by inflation in all areas but particularly in faculty salaries and energy costs. The boom period of the late sixties and early seventies had left many institutions overstaffed, sloppily managed, and with a surfeit of programs which were not cost effective. Academic administrators welcomed lucrative graduate business programs which generated revenue to offset losses incurred by other

programs.

Since World War II, the MBA industry has undergone at least a ten-fold expansion according to Dean Richard N. Rosett, dean of the University of Chicago Graduate School of Business (Schmotter, 1984, pp. 9-13). Between 1974 and 1982, the number of schools granting the MBA degree increased from 389 to 544. In 1960, there were 4,640 MBA's awarded in contrast to the 55,000 to 60,000 degrees projected for 1985. To supply the demand for MBA graduates, a large number of MBA programs were established which do not meet the rigorous standards set by the American Assembly of Collegiate Schools of Business. Only about one-third of an estimated 600 existing schools are accredited by the AACSB (Bivens, 1984, p. 11-F).

This enormous expansion and the resulting competition has led the deans of the nation's leading schools to speculate that the market is, or is almost, saturated and that there will soon be a decline in both enrollments and programs. There are several indicators which support this prediction.

First, the pool of potential students will decline as the 22- to 34-year cohort declines. To maintain enrollments at the current level, it will be necessary to increase the market share, i.e., persuade an even greater number of students contemplating graduate study to take that study in business administration. This would, of course, further dilute the employment market for MBA degree holders

and have a counter productive effect upon future recruitment of MBA students.

The second indicator is that there has been a gradual decrease in the number of students taking the Graduate Management Admission Test, a requirement for admission to most schools. The Educational Testing Service reported a decline from the peak of 252,000 in 1980-81 to 219,000 in 1983-84 (Bivens, 1984, p. 11-F). This should be a specific predictor of an imminent decline in enrollments.

Another possible indicator is the fact that the Fortune 500 companies have been hiring fewer MBA's and have been more selective in their recruitment (Bivens, 1984, p.11-F). This could mean that (a) the need for MBA's has peaked, (b) the recession has forced companies to streamline operations and hire fewer MBA's, (c) companies are dissatisfied with the performance of MBA employees, or (d) some combination of these.

Although there is no consensus about exactly what will happen and to whom, there is sufficient uneasiness among MBA educators to elicit caution about future levels of enrollment. Since MBA programs generate a relatively large percentage of the total revenue of most universities and are quite profitable, top administrators are keeping an anxious eye on enrollment trends and are developing plans to manage future enrollment.

The prestigious schools, such as Harvard, Wharton, and Stanford have applicant pools sufficiently large to

assure enrollments. However, some smaller schools, especially those without accreditation, are reported to be experiencing enrollment declines already and are concerned about viability when competition for students intensifies (Bivens, 1984, p. 11-F).

It appears that the MBA industry has reached the point at which administrators will become keenly interested and actively engaged in the application of marketing techniques to their programs. As creators of marketing theory and as advocates of its application to higher education, it should be interesting to observe how MBA program administrators use marketing to compete successfully for students.

Significance of the Study

The purpose of this descriptive survey was to determine how the deans and directors of MBA programs in the Middle Atlantic region perceived and responded to the problem of enrollment. An effort was made to identify the extent to which selected marketing techniques were being applied to the management of MBA programs and determine the perceived effectiveness of these techniques.

Although there has been considerable discussion and speculation concerning the future demand for MBA graduates, there has been no formal survey of MBA educators to ascertain whether they do or do not anticipate a decline in enrollments and how they are responding to the problem of managing enrollments. The MBA industry would like current,

accurate information and answers to such questions as: Are the rumors of declining enrollments accurate? Are the unaccredited schools as concerned about their future as the deans of the prestigious schools suggest they should be? What management and marketing strategies are most favored for coping with the enrollment problem? Which have been found to be most effective? Have any new, innovative techniques been devised? Have MBA programs applied the full range of marketing techniques or has their application been haphazard or primarily oriented toward sales activities? Have any respondents attempted to use the marketing concept as an approach to the problem?

This study should be useful to MBA program administrators because it informs them of colleagues' (a) current experience with enrollments, (b) projections of future enrollments, (c) current efforts and plans to manage enrollment, and (d) perceptions of the effectiveness of selected marketing techniques and strategies

Major Research Questions

In addition to the two basic questions, (a) to what extent are marketing techniques being applied and (b) which techniques are perceived to be effective, the survey elicited from respondents information about six broad areas: institution, program, administration, marketing strategies, student services, and marketing awareness. Other questions related to (a) enrollment trends in the immediate past, (b)

projected enrollments, (c) the extent to which administrative support (personnel and promotional budget) increased or decreased in response to enrollment, (d) lowering or raising of academic standards, and (e) plans for future accreditation. If data permitted, an effort was made to relate attributes of programs and institutions to specific responses, e.g., Does a decline in enrollment usually result in an increase in the promotional budget? Are unaccredited schools more pessimistic or optimistic about future enrollments.

Definition of Terms

For the purpose of this study, the following terms were defined as follows:

The marketing concept is the theory that "holds that the key to achieving organizational goals consists in determining the needs and wants of target markets and delivering the desired satisfactions more effectively and efficiently than competitors" (Kotler, 1984, p. 22).

A target market is "a distinct group of people...that have resources which they want to exchange, or might conceivably be willing to exchange, for distinct benefits" (Kotler, 1982, p. 56).

Satisfaction is "a state felt by a person who has experienced a performance (or outcome) that has fulfilled his or her expectations" (Kotler, 1982, p. 66).

Marketing strategy is the "logic by which the

business unit expects to achieve its marketing objectives" (Kotler, 1984, p. 68).

Marketing techniques are the specialized procedures or methods used in achieving the marketing objectives.

Limitations

This study is limited in the following ways:

1. This study is a survey of MBA programs located in the Middle Atlantic region and the findings may not accurately describe all MBA programs in the United States. However, this area does have a high density of MBA programs and is an area being highly affected by demographic shifts. It is the type of region which should be affected by a decline in enrollment should one occur.

2. The study is not totally comprehensive in studying all possible marketing strategies and techniques.

3. The study is descriptive in nature and its results cannot be stated in terms of cause and effect relationships.

4. The study is limited by the willingness and ability of the respondents to answer accurately and candidly.

Assumptions

For the purpose of this study, the following assumptions were made:

1. Administrators of MBA programs are involved in

marketing.

2. Utilization of effective marketing practices is helpful in managing enrollment.

3. Administrators of MBA programs have not exploited the full potential of marketing in managing enrollment because, until now, the demand for MBA graduates and, therefore, the demand for MBA programs has exceeded the availability of graduates and programs.

4. Administrators of MBA programs have sufficient knowledge of the fundamentals of marketing to be able to complete, without detailed explanation, a questionnaire which employs basic marketing terminology.

5. Administators of MBA programs are aware of the predictions by leading MBA educators that enrollment will decline in the future.

Chapter 2

REVIEW OF RELATED LITERATURE

Literature related to the use and effectiveness of marketing techniques in higher education falls into five basic groups: (a) advocacy articles, that is, articles extolling the benefits of marketing, (b) how-to-do-it articles, (c) articles explaining the application of a specific technique or application to a specific institution, (d) surveys of the extent to which marketing has been employed in higher education, and (e) combinations of types a, b and c. Among the early advocates of the application of marketing to higher education were Fram (1972, 1973, 1974) and Krachenberg (1972), followed by Gorman (1974), Berry and George (1975), Huddleston (1976), Kotler (1976), Ihlanfeldt (1980), and Litten, Sullivan and Brodigan (1983).

Prior to 1985, there was no major text devoted to the specific application of marketing to higher education. Textbooks on marketing for non-profit organizations by Kotler (1975, 1982) and Rados (1981) were the major sources of guidance. The first major textbook will be Fox and Kotler (in press). The only two works specifically applying marketing to MBA programs are Fox and Kotler (1984) and Wills (1982). Wills (1982) is specifically directed at marketing MBA programs to business and industry. Excellent state-of-the-art reviews have been prepared by the College

Entrance Examination Board (1976, 1980) and by the American Association for Higher Education (1981, 1982).

Surveys of the application of marketing by undergraduate institutions have been done by Artis (1983), Blackburn (1979), Borst (1977), and Murphy and McGarrity (1978). Artis studied the use of 34 selected marketing techniques by the admissions offices of 43 colleges and universities in Ohio from 1976-1981 and found that the majority had increased use of the techniques and that 30% had embraced a marketing concept. However, use of the technique rated most successful by all subgroups, school visits, had decreased by 30%.

Blackburn (1979) studied the perceived effectiveness of 16 marketing techniques by 446 colleges and universities admissions officers and found that 8 of the techniques were used by more than 60% of the respondents and that the remaining techniques were used by less than 46%. Blackburn concluded that the use of marketing techniques seemed almost an incidental development and that there was no evidence of widespread use. Sophisticated techniques are less likely to be used by admissions officers. Borst (1977) studied the application of marketing activities to continuing education programs at 839 institutions to determine the use of marketing in determining courses to be offered, the media selected to promote the programs, and the evaluation of the effectiveness of the media selected.

Murphy and McGarrity (1978) attempted to ascertain

the understanding of the term "marketing" by admissions offices at 219 institutions. The study indicated that admissions officers tended to equate marketing with selling and promotional activities although they have a good grasp of the full range of marketing variables. Seventy-five percent thought their own current marketing activities were sufficient. One-third felt that the academic programs should be altered to reflect the changes indicated by their marketing activities.

Compton (1980) studied the marketing practices of 14 administrators of successful continuing education programs and found that successful program administrators (a) had a strong commitment to marketing, (b) used marketing practices extensively, (c) attributed program success to marketing, (d) used more sophisticated techniques, (e) felt some techniques were more successful than others, (f) found both benefits and problems with marketing, and (g) found no faculty aversion to marketing. There was also a strong client-need orientation.

Miklich (1984) surveyed effective marketing methods in independent higher education at 10 institutions in the Los Angeles area. Miklich found that (a) most have not adopted the marketing concept but are engaged in sales oriented activities, (b) product and place have the highest utilization, (c) marketing methods which require the most planning or research have the lowest priority, (d) that schools with the most growth had a clear strategic direction

well communicated throughout the organization, (e) schools growing fastest are investing in new program development, (f) marketing is most effective when top management has a competitive view of the market, and (g) marketing expenditures as a percentage of revenue were similar.

Mathias (1982), Taylor (1981), and Alexander (1978) studied administrators' attitudes toward marketing and marketing practices. Mathias surveyed 109 college presidents and found that private liberal arts colleges have used marketing techniques but have not adopted the entire marketing concept. Taylor concluded that the majority of academic deans view marketing from a distribution/sales perspective and that there is varying degree of support for marketing by academic deans. In a survey of 1,022 administrators, Alexander found that 90% favor the use of marketing and 71% said that marketing strategies were being used.

In summary, researchers have found that few administrators understand or have applied "the marketing concept" but, rather, basically perceive of marketing from the sales and distribution approach. Marketing has become an acceptable tool for managing the admissions activities at most institutions. The marketing concept has not yet influenced to a significant degree related activities such as course offerings, instructional style, and student services. More sophisticated techniques, those requiring planning and research, are much less used. Successful

institutions, those with growing enrollments, attributed their success to marketing, have a strong commitment to marketing, understand and employ more sophisticated techniques, and have a client-oriented orientation.

Other researchers have conducted studies for the purpose of developing marketing tools or models for the use of specific institutions: Goldgehn (1982), a marketing audit; Meyer (1980), market positioning; Psimitis (1980), a marketing plan; Stevens (1983), a marketing plan; Turner (1982), a market positioning model; and Darrow (1983), demographics as enrollment predictors. These represent applications of some of the more sophisticated marketing tools or techniques to the problem of managing enrollment.

Chapter 3

PROCEDURES AND METHODOLOGY

This descriptive study attempted to answer the question, "What exists?" and to determine present utilization of marketing practices in approximately 70 MBA programs in the Middle Atlantic region (Delaware, Maryland, Pennsylvania, New Jersey and New York). The population was all of the institutions listed in a directory of MBA programs published by the Graduate Management Admissions Council (1984). The study was limited to programs in the Middle Atlantic region because there are about 600 programs in the United States, an unmanageable number for a project of this size.

The Questionnaire

The questionnaire (Appendix B), contained questions grouped into six broad classes: parent institution and respondent information, program information, administrative characteristics, marketing strategies, student services, and marketing awareness. The questionnaire consisted of 94 multiple choice and multiple answer questions. Most answers were closed-form, but there were a few open-ended questions. All questions probably could have been answered without reference to records or research.

The questionnaire was pretested by the following

group of experts for content (comprehensiveness, academic and marketing information), grammar, format, wording, and design: Dr. Valerius Herzfeld, Associate Dean of the MBA program of St. Joseph's University, Philadelphia; Dr. George Bilicic, Dean of Continuing Education and Graduate Studies, Allentown (Pa.) College; Dr. Harold Strickland, Dean of Graduate Studies, University of Scranton; Dr. Peter Mills, Executive Director, Compact for Lifelong Educational Opportunities, Philadelphia; and Dr. Christopher Lovelock, Assistant Professor, Graduate School of Business, Harvard University and well known educational marketing consultant.

As a result of the experts' comments, a number of questions were simplified, eliminated, added or modified. The questions seemed to be valid because none of the educators on whom the questionnaire was pretested failed to understand the informaton being elicited. The fact that some of the questions used in the questionnaire were from instruments used by other researchers adds to the reliability of the questionnaire.

Administration of the Questionnaire

An individually typed, personally addressed and signed letter (Appendix A) was sent to the chief MBA program administrator at each institution explaining the purpose of the study, describing the questionnaire and the extent of their involvement and assuring complete confidentiality of institutional information. The administrator was asked to

indicate the institution's willingness to participate in the study and to provide the name, title, address and telephone number of the person designated to respond to the study. A postage-paid response form (Appendix A) was enclosed. The institution was promised a copy of the survey results in return for its cooperation.

An individually typed and personally addressed letter (Appendix A) was sent to each designated respondent indicating that the chief administrator had committed the institution to participation and designated him or her as its representative. This mailing also included the questionnaire and a postage-paid return envelope. For institutions that had not designated a respondent, the questionnaire and a cover letter were sent to the MBA program director.

If a response was not received within two weeks, there was a followup mailing with another letter, questionnaire and envelope. When the written followup was ineffective, there was a diplomatic telephone call. As a result, 56 usable questionnaires were returned by the final deadline. This is a response rate of 80%.

Data Analysis

Data were tabulated and analyzed by the following methods: content analysis, measures of central tendency, frequency distribution and percentage. Frequency distributions and percentages were used to analyze the

responses to questions. These two methods were used to determine if there were any differences which can be attributed to institutional or program attributes. Content analysis and measures of central tendency were used to analyze open-ended questions. Throughout the discussion of the findings, tables are used to present the data.

Chapter 4

PRESENTATION OF RESULTS

Fifty-six respondents, 80% of the 70 institutions that received questionnaires, returned usable questionnaires by the established deadline date. This chapter presents the results of the survey and is divided into 4 sections. The first section outlines the characteristics of the programs, the second presents data on marketing practices, the third relates to enrollment projections, and the fourth compares the marketing practices of programs with enrollment increases with those having enrollment decreases.

Characteristics of the Participating Programs

Analysis of the information provided by the respondents indicated that most MBA programs were operated by large institutions, by private institutions, and by institutions which have been designated as universities. Sixty-five percent of the programs were operated by institutions with total enrollment of 5,000 or more students, 70% of the programs were located at private institutions, and 59% were sponsored by universities . A large majority of the parent institutions have stable or growing enrollments. In the last 3 years, enrollment at parent institutions had grown at 34% of the institutions and

remained stable at 52%. Only 14% of the institutions suffered enrollment declines in this period. Detailed information on the characteristics of parent institutions is presented in Table 1.

Table 1

Characteristics of Parent Institution

Characteristic	No.	%
Type of Institution		
Public college	5	9
Private college	18	32
Public university	12	21
Private university	21	38
Public institution	17	30
Private institution	39	70
College	23	41
University	33	59
Institutional Enrollment		
750 to 999	1	2
1,000 to 1,999	2	4
2,000 to 2,999	3	5
3,000 to 4,900	14	25
5,000 or more	36	65
Enrollment, 1983-85		
Increased	19	34
Remained the same	29	52
Decreased	8	14
N = 56		

The general characteristics of the MBA programs surveyed in this study are indicated by the data in Table 2.

Table 2

General Characteristics of Program

Characteristic	No.	%
Program Age		
1-5 years	10	19
6-10 years	8	15
11-15 years	9	17
16-20 years	11	21
Over 20 years	15	28
Total	53	100
Program Status		
School	14	25
Department	15	27
Separate program	19	35
Other	7	13
Total	55	100
Type of Program		
Fulltime only	3	5
Parttime only	13	23
Both fulltime and parttime	40	72
Total	56	100
Fulltime Enrollment 1985		
1-99	25	54
100-199	8	17
200-299	4	9
300-399	4	9
400-999	2	4
Over 1,000	3	7
Total	46	100
Parttime Enrollment 1985		
Fewer than 200	18	36
200-499	15	30
500-999	10	20
1,000-1,999	5	10
Over 2,000	2	4
Total	50	100
Market Area		
Local	28	50
Regional	21	38
National	3	5
International	4	7
Total	56	100

Table 2 (continued)

Characteristic	No.	%
Curriculum Focus		
General	39	69
Specialized	17	31
Total	56	100

Almost one-half (49%) of the programs have been in operation for over 15 years. Twenty-eight percent have been operating for over 20 years and 21% have been operating for 16 to 20 years. Additional analysis of the data from which Table 2 was constructed revealed that the programs ranged in age from 1 to 72 years and that the median age was 15 years.

Although most programs (72%) have both fulltime and parttime students, it is interesting to note that only 3 programs (5%) have no parttime students and 13 programs (23%) have no fulltime students. Further analysis of the data used for Table 2 revealed that the range of parttime enrollment was 25 to 2,490 students and the median parttime enrollment was 288 students. The range of fulltime students was 2 to 1,100 students and the median fulltime enrollment was 65 students.

As expected of programs with many parttime students, 50% of the programs recruited from a local market area and 38% from a regional area. The majority of the programs (69%) focused upon generalization in the curriculum with generalized programs preferred over 2 to 1 to specialized

programs.

An analysis of admissions and enrollment practices and data is presented in Table 3. Only slightly more than one-half (54%) of the programs required the Graduate Management Admissions Test (GMAT) for admission. Of the programs requiring GMAT, 58% required a minimum score in the 450 to 499 range for admission although comments by respondents indicated that the GMAT is considered together with other factors and the "required minimum" is often flexible.

The use of the Graduate Management Search Service to locate prospective students (Table 3) is related both to the use of the Graduate Management Admissions Test and to current enrollment trends. Since only 54% of the schools required the Graduate Management Admissions Test, many prospective students never take the test. Thus, the Search Service, which uses students taking the test as its base, excludes many prospects. Another factor is that 51% of the programs are still experiencing enrollment gains and would not be likely to spend money to buy names of prospective students.

Enrollment in 25 of the programs (51%) surveyed has increased in the past 3 years and enrollment in 24 programs (49%) has decreased (Table 3). Seven programs did not respond. It is interesting that both the median increase and the median decrease fell within the 6% to 10% range. The enrollment decreases in 49% of the MBA programs contrast

sharply with the total enrollment decreases at only 14% of the parent institutions (Table 1).

Table 3

Admissions and Enrollment

Item	No.	%
Graduate Management Admissions Test		
Require	30	54
Do not require	26	46
Minimum GMAT score		
350-399	1	4
400-449	4	17
450-499	14	58
500-549	2	8
500 or more	3	13
Total	24	100
Admissions Standards 1983-85		
Raised	24	44
Unchanged	30	56
Lowered	0	0
Total	54	100
Enrollment 1983-85		
Increased	25	51
1-5%	7	28
6-10%	9	36
11-15%	0	0
16-20%	4	16
Over 20%	5	20
Decreased	24	49
1-5%	11	46
6-10%	7	29
11-15%	2	8
16-20%	2	8
Over 20%	2	8
Graduate Management Search Service		
Use	22	40
Do not use	34	60
Total	56	100

No program administrator admitted that admission standards were lowered in the past 3 years and 44% claimed to have raised standards. This may be explained by the data on accreditation presented in Table 4. In this survey, respondents from unaccredited programs outnumbered respondents from accredited programs nearly two to one. It is unlikely that an unaccredited program would openly admit to lowering standards. Most are unaccredited because standards set by the American Assembly of Collegiate Schools of Business (AACSB) are rigorous. Since 6 of the 36 unaccredited programs plan to apply for accreditation within the next 3 years and another 9 have accreditation pending, there is reason to believe that some admissions standards have been raised to prepare for accreditation.

Table 4

Programs Accredited by the American Assembly of Collegiate Schools of Business

Status	No.	%
Accredited	20	36
Not Accredited	36	64
Accreditation pending	7	13
Plan to apply withing 3 years	9	16
No plan to seek	20	36

MBA Programs and Marketing

Who Markets the MBA Program

The survey identified the administrators responsible for the various aspects of marketing the MBA program and their qualifications. Although marketing is a specialization within the profession of business administration, few MBA program staff had qualifications for marketing. As shown in Table 5, only 47% of the fulltime and 16% of the parttime staff of the participating programs had previous experience in marketing or had taken courses or workshops in marketing.

Table 5

Responsibility and Qualifications for Marketing the MBA Program

Person/Unit	No.	%
Responsible for marketing		
MBA Program Director	40	74
Admissions	11	20
College service unit	2	4
Head, Marketing Department	1	2
Total	54	100
MBA program personnel with training/ experience in marketing		
Fulltime	27	47
Parttime	6	16
(N = 57)		

Despite their lack of training and experience, 74% of the participating MBA staff were primarily responsible for marketing the MBA program. With less than one-half

(47%) of MBA program staff qualified in marketing, considerable reliance should be placed upon assistance either from within the institution or from external sources. The most often used sources of in-house and external assistance in developing marketing strategies are shown in Tables 6 and 7.

Table 6

Sources of In-house Assistance in Developing Marketing Strategies

Rank	Source	No.	%
1	College public relations unit	26	47
2	Knowledgeable faculty	21	38
3	None	13	23
4	Other	11	20
	N = 56		

As indicated in Table 6, nearly one-half (47%) of the program administrators relied on the college public relations unit for in-house assistance in developing marketing strategies, 38% sought assistance from knowledgeable faculty, 20% received assistance from other sources, and 13% used no internal assistance. Reliance upon public relations professionals to market the MBA program reveals a serious lack of comprehension of the nature of marketing which is a skill or profession quite separate from

public relations.

The data in Table 7 indicate that most MBA programs receive no assistance from external sources. However, it is interesting to note that, if advertising agencies, marketing consultants and educational consultants were grouped under the heading, Paid Professional Assistance, 29% (16 institutions) of the programs surveyed do purchase the services of qualified professionals.

Table 7

Sources of External Assistance in Developing Marketing Strategies

Rank	Source	No.	%
1	None	24	43
2	Advisory committee	15	27
3	Advertising agencies	13	23
4	Alumni	11	20
5	Other	4	7
6	Marketing consultant	2	4
7	Educational consultant	1	2
	N = 56		

Next in importance to marketing strategy is the implementation of the strategy, such as the design, coordination, and distribution of advertising and promotional materials. Those responsible for carrying out

these responsibilities are indicated in Table 8.

The data in Table 8 reveals that responsibility for the design of advertising and promotional materials was assumed by the MBA program office at 45% of the participating institutions and assigned to a service unit at 40%. Professionals were seldom used even in areas requiring specific technical expertise such as the design of materials. Only 5% of the programs used the services of advertising agencies. The coordination and distribution of promotional materials and the placement of advertising was handled by the MBA program administrators at 48% of the participating institutions, by the admissions or graduate office at 38%, and by the public relations office at 13% of the institutions.

Table 8

Responsibility for Advertising and Promotional Materials

Responsibility	No.	%
Design		
MBA program office	25	45
Other college service unit	22	40
Advertising agency	5	9
Other source	3	5
Total	55	99
Coordination and distribution		
MBA program office	25	48
Other college service unit		
Admissions/graduate office	20	38
Public relations	7	13
Total	52	100

Program Budgets

The data in Table 9 show that expenditures for advertising, promotion and marketing expressed as a percentage of the total MBA program budget varied widely. The range was from under 5% to over 20%. Both the median and mode was in the under 5% category which included 29 (58%) respondents.

Table 9

Marketing Budget as a Percentage of MBA Program Budget

Budget	No.	%
Under 5%	29	58
5% to 8%	6	12
9% to 12%	5	10
13% to 16%	2	4
17% to 20%	3	6
Over 20%	5	10
N = 50		

Expressed as total dollars expended annually, the data reveal the very limited size of the marketing budget of most institutions. These data are presented in Table 10. Over one-half of the respondents (53%) spent less than $5,000 annually and 24% had budgets from $5,001 to $15,000. These two groups account for 77% of the programs which means

that fewer than one-quarter of the participating programs have budgets in excess of $15,000.

Table 10

Annual Budget for Marketing MBA Program

Annual Budget	No.	%
Under $5,000	27	53
$5,001 to $15,000	12	24
$15,001 to $25,000	9	18
$25,001 to $35,000	1	2
$35,001 to $45,000	1	2
Over $45,000	1	2
N = 51		

Use of Mass Media

One purpose of the survey was to learn which of the mass media were used to market the MBA program. These data are summarized in Table 11. The data indicate that only 2 media, direct mail and newspaper advertising, were used by more than one-half of the respondents. Only 17% of the respondents used radio advertising, only 5%, television advertising, only 1 respondent used specialty advertising, and no-one used billboards. As indicated in Table 9, very few programs had budgets large enough to finance media campaigns. Most had budgets which were barely adequate to support routine mailings.

Table 11

Mass Media Used to
Market Program

Rank	Medium	Use %	Do Not Use %
1	Direct mail (soliciting prospects)	63	37
2	Newspaper advertising	58	42
3	Newspaper publicity	43	57
4	Advertisements in specialty journals	16	84
5	Magazine advertising	14	86
6	Radio advertising	13	87
6	Radio/TV public service announcements	13	87
7	Other	9	91
8	Transit advertising	7	93
9	Television advertising	5	95
10	Specialty advertising (premiums, etc.)	2	98
11	Billboards	0	100
	N = 56		

The survey also measured the perceived effectiveness of these same media. The findings are presented in Table 12. Direct mail and newspaper advertising, which ranked 1 and 2 respectively in use, ranked 2 and 1, respectively in perceived effectiveness. Newspaper publicity, which ranked 3 in use (Table 11) and which 43% of the MBA programs used, ranked last (8) in perceived effectiveness (Table 12). Only

4 of 56 respondents were willing to rate it and only 1 of the 4 considered it effective. Television, transit advertising, radio, and magazine advertising, media which were used by fewer than 10 of the 56 respondents, were rated as effective by one-third or more of the respondents. Billboards (outdoor advertising), which none of the respondents used, was rated effective by almost one-half (47%).

Table 12

Perceived Effectiveness of Media Used to Market Program

Rank	Medium	No.	Effective	Not Effective
1	Newspaper advertising	45	78%	22%
2	Direct mail	24	67%	33%
3	TV	21	57%	43%
4	Outdoor advertising	17	47%	53%
5	Transit advertising	17	41%	59%
6	Radio	24	38%	62%
7	Magazine/journal advertising	28	36%	64%
8	Publicity and press releases	4	25%	75%

The discrepancy between the frequency of use of mass media and the perceived effectiveness can, perhaps, be explained by the fact that respondents rated a medium even

when they did not use it. The difference between the number using and the number rating each medium is shown in Table 13.

Table 13

Number Using Mass Media Compared to Number Rating Mass Media

Rank	Media	Rated	Used
1	Newspaper advertising	45	32
2	Direct mail	24	35
3	TV	21	3
4	Outdoor advertising	17	0
5	Transit advertising	17	4
6	Radio	24	7
7	Magazine/journal advertising	28	9
8	Publicity and press releases	4	24

Other Techniques to Identify Prospects

Personal or more focused techniques can be used to identify prospects for MBA programs. These techniques or approaches were used as vehicle media or opportunities which afford direct communication with prospective students or with groups which have the potential for yielding a large number of prospective students. The degree to which these are employed by MBA program administrators is presented in Table 14.

Table 14

Personal Techniques Used to Inform Prospects

Rank	Technique	Use %	Do Not Use %
1	Visits to industry and other organizations on request	60	40
2	Participation in the MBA Forum	55	45
3	Mailings from purchased list of names	53	47
3	Listing in directories	53	47
4	Posters in employment/educational settings	49	51
5	Mailings to personnel directors	44	56
5	Mailings to undergraduate college faculty and career offices	44	56
6	Unsolicited mailings of catalogs/ viewbooks or brochures to prospective students	40	60
6	Talks to clubs/organizations	40	60
7	Advertisements or articles in alumni publications	39	61
8	Use alumni in a formal recruiting	35	65
8	Memberships in organizations	35	65
9	Advertisements in student newspapers or publications	30	70
9	Advertisements in programs and directories	30	70
10	Video presentations	14	86
11	Advertisements/articles in house organs (periodicals)	21	79
12	Display or coupon holders	17	83
	N = 56		

Only 4 techniques, visits to industries and organizations, the MBA Forum (similar to a college fair), mailings from purchased lists and listings in directories were used by more than one-half of the respondents. Video presentations, which have become a staple for undergraduate admissions counselors, ranked last.

Another form of focused approach for seeking prospects is called personal contact strategies. The use of these to market MBA programs is indicated in Table 15.

Table 15

Personal Contact Strategies

Rank	Strategy	Use %	Do Not Use %
1	Contact with personnel/training directors to inform them of our graduate offerings	54	46
2	Use of current students to inform other prospective students	52	48
3	Student search/locator services to identify prospective students	41	59
4	Contact with placement directors at other academic institutions to inform them of educational opportunities for their employees	38	62
5	Seminars/workshops through which you inform participants of your program	34	66
6	Contact with academic department heads at undergraduate institutions to inform them of program offerings	32	68

Table 15 (continued)

Rank	Strategy	Use %	Do Not Use %
6	Use of alumni in communicating your program offerings	32	68
7	Selected MBA faculty and/or MBA administrative personnel in systematically scheduled visits to other academic institutions	29	71
7	Selected MBA faculty and/or MBA administrative personnel in systematically scheduled visits to business, industry or service organizations	29	71
8	Correspondence with your institution's undergraduate seniors to inform them of your program offerings	25	75
9	Financial assistance through scholarships, grants, awarding of assistantships and fellowships	13	87
	N = 56		

Handling Inquiries

Having spent time, effort and money to inform the market of its services and to generate specific inquiries, it is important to handle inquiries in a manner that creates a favorable impression upon the prospective student and converts the prospect into an applicant. Prompt attention to initial inquiries is important. Most programs (70%) used first class mail to reply to an initial inquiry (Table 16). The median time elapsed between receipt of an inquiry and a

response was 2-3 days and 70% of the programs respond in 3 or less days.

Table 16

Handling Inquiries

Practice	No.	%
Use 1st class mail (N=50)	35	70
Use personalized cover letter (N=38)	14	37
Respond within 2-3 days (N=56)	15	70
Followup by mail (N=56)	28	18
Followup by telephone (N=56)	7	13

Although most programs seemed to respond well to initial inquiries, followup on inquiries was generally neglected (Table 16). Only 18% (28) do a followup mailing, and only 13% (7) make a followup phone call. Effective, consistent followup on prospects is an essential aspect of good sales or marketing practice.

The materials which were routinely sent in response to an initial inquiry are listed in rank order in Table 17. It was surprising to find that 76% sent GMAT or other testing information when only 54% of the programs use it for admission (Table 3). It is understandable that few program administrators sent the parent institution's catalog because most programs were sponsored by large institutions, and the

comprehensive catalog is usually large and expensive to mail.

Table 17

Materials Sent in Response to Initial Inquiry

Rank	Material	Send	Do Not Send
1	GMAT and other testing information	76%	24%
2	General cover letter	72%	28%
3	Separate graduate or MBA catalog	63%	37%
4	General MBA brochure	61%	39%
4	Financial aid information	61%	39%
5	Parent institution's catalog or viewbook	36%	64%
6	Separate graduate or MBA viewbook	32%	68%
7	Fact sheet	31%	69%
7	Schedule of classes	31%	69%
8	Postage paid reply envelope/card	23%	77%
9	Department or academic major brochures	18%	82%
10	Event information	11%	89%
	N = 56		

Use of Non-Sales Marketing Techniques

The techniques discussed in the preceding paragraphs relate mainly to informing the public, identifying prospective students, and handling prospects and are

primarily sales-oriented techniques. The principle aim of this survey was to learn how much MBA programs use basic marketing strategies and techniques, those which underlie the development and execution of the marketing program, such as collecting and analyzing information, setting objectives, planning, monitoring and controlling, and evaluating. The extent to which 9 basic marketing techniques are used by the respondents is shown in Table 18.

Table 18

Use of Formal Marketing Techniques

Rank	Technique	%
1	Evaluate media effectiveness	56
2	Develop market segment profiles	54
3	Review program marketing efforts	43
4	Design strategy & promotional pieces for segments	40
5	Utilize a marketing information system	27
6	Prepare annual marketing plan	23
7	Develop non-demographic student profiles	20
8	Evaluate competitors' strategies	18
9	Conduct market research	16
	N=56	

Only 2 techniques, evaluating media effectiveness and developing market segment profiles were used by more than one-half the respondents. Note that although 54% of

the respondents claimed that they developed market segment profiles, only 40% designed a strategy or promotional pieces for these specialized segments. The vast majority of MBA programs seem to operate without an information system, a marketing plan and market research and without evaluating the competition's strategy.

Serving the Student

One important aspect of marketing is serving the client's, in this case, the student's, needs. The extent to which MBA program staffs are systematically oriented, sensitized or educated to student needs with training programs or materials was measured by the study. This is shown in Table 19. These data indicate that little formal effort is made to alert and educate program personnel to students' needs.

Table 19

Use of Training/Materials to Orient/Sensitize Staff to Student Needs

Group	%
Administrators	14
Clerical Personnel	22
Counselors	23
Faculty	18
N = 56	

Table 20

Percentage Offering Selected Student Services

Rank	Service	%
1	Offer graduate MBA classes in the evening	92
2	Have evening office hours	88
3	Offer financial aid to your MBA students	85
4	Offer fellowships or departmental graduate assistantships	81
4	Allow students to register for courses by mail	81
5	Have a deferred tuition payment plan for students	79
6	Provide formal placement services for MBA students	76
7	Provide orientation for new MBA students	70
8	Provide a handbook of policies, etc. to MBA students	67
8	Allow students to make payment through recognized credit cards	67
9	Provide formal career counseling to MBA students	60
9	Offer workstudy or internships to MBA students	60
10	Offer graduate MBA classes during the day	50
10	Publish student newsletter	50
11	Offer graduate MBA classes on Saturday	34
12	Offer on-site MBA classes to industry/business/ organizations	27
12	Offer an executive type or specialized MBA program	27
13	Offer counselling on weekends	20
	N = 56	

The availability of appropriate student services is an important aspect of marketing a program. Availability of selected student services is presented in Table 20. Although many basic student services were widely offered, there are a number of notable inadequacies. Only one-half of the MBA programs communicate regularly with their students at regular intervals by means of a newsletter, bulletin or similar medium.

An essential element of the marketing concept is its focus upon the buyer, that is, the student. To make the product, that is the program, responsive to the needs of the student, it is imperative that the program director have continuous feedback from students. He or she must survey students regularly about their needs and about the program. The extent to which MBA program directors are eliciting this information from students is presented in Table 21.

Table 21

Measuring Student Satisfaction/Dissatisfaction

Technique	No.	%
Survey students about		
program	40	72
faculty	45	81
services	33	60
Conduct attrition/retention studies	30	54

N = 56

As indicated by the data in Table 21, one of every four administrators failed to survey students about the program; two of every five, about student services; and one of every two, about withdrawal from the program. Forty-six percent did not conduct attrition/retention studies which are extremely important because they identify factors which have motivated the student to act. Only 34% of the respondents offered MBA classes on Saturday and 27% offered on-site classes to industry and business. Only 20% of the programs offered academic advising/counseling to prospects or students on weekends. Work deadlines, business travel and other employment needs often create conditions which make weekdays a difficult time for employed students and prospects to seek counseling or to attend classes.

Predictions for Future Enrollment

Observations by leading MBA educators that the market for MBA graduates may have peaked or been saturated gave impetus to this survey. One objective was to find out what MBA program administrators predicted for future enrollment. These predictions are revealed in Table 22.

It is interesting to note that only 13% predicted an increase in MBA enrollment overall and over one-half (51%) believed that enrollment will decrease. The predictions for competition for students support this belief with 67% of the respondents believing that competition will increase. However, predictions for the respondent's own enrollment

seem to be out of line with the two other predictions. One-half of the respondents (51%) believed that their own enrollment will be stable, and the other one-half were divided almost evenly on the impact on their own enrollment. Twenty-four percent believed that their enrollment will increase and 25% believed that their enrollment will decrease.

Table 22

Enrollment Predictions for 1985-86/1987-88

Prediction	No.	%
Overall Enrollment		
Increase	7	13
Remain the same	20	36
Decrease	28	51
Respondent's Own Enrollment		
Increase	13	24
Remain the same	28	51
Decrease	14	25
Competition for MBA Students		
Increase	37	67
Remain the same	17	31
Decrease	1	2
N=55		

The data on predictions were also analyzed for relationships among a respondent's prediction for the overall enrollment market, his own enrollment prediction and his prediction about competition for students. The results are presented in Table 23.

Table 23

Predictions for Overall Enrollment Related to Own Enrollment & Competition, 1985-86/1987-88

Prediction	Own Enrollment No.	Own Enrollment %	Competition No.	Competition %
Increase for Overall Enrollment				
Increase	4	57	4	57
Remain the same	3	43	3	43
Decrease	0	0	0	0
Overall Enrollment Stable				
Increase	5	25	11	55
Remain the same	13	65	9	45
Decrease	2	10	0	0
Decrease for Overall Enrollment				
Increase	4	14	22	78
Remain the same	12	43	5	18
Decrease	12	43	4	1

As indicated by the data in Table 23, those who predicted an increase in overall enrollment made identical predictions for both their own enrollment and for competition for students. Most of those (65%) who predicted overall enrollment would be stable also predicted that their own enrollment would remain the same. Those who predicted a decrease in overall enrollment were equally divided between a prediction of stability or a decrease in their own enrollment with 43% predicting stability and 43%, a decrease. Regardless of their prediction for overall enrollment, the majority in each of the 3 predicting groups, predicted an increase in the competition for students.

The data were also analyzed to see if there were differences in the predictions for competition and enrollment between the group which had experienced enrollment gains and the group which had enrollment losses. The comparison is shown in Table 24.

Table 24

Comparison of Predictions by Programs with Enrollment Gains/Losses

Prediction	Gains No.	Gains %	Losses No.	Losses %
Overall Enrollment				
Increase	4	17	1	4
Remain the same	9	38	9	36
Decrease	11	46	13	52
Own Enrollment				
Increase	10	42	2	8
Remain the same	10	42	14	56
Decrease	4	16	9	36
Competition				
Increase	17	71	17	68
Remain the same	6	25	8	32
Decrease	1	4	0	0

Table 24 shows that, although the majority of the program directors predicted overall enrollment declines, a greater percentage of those who had experienced gains predicted gains and a greater percentage of those who had experienced losses predicted losses. However, Table 23 shows that both groups predicted increases in competition for students. Table 24 shows that a greater percentage of

administrators who experienced enrollment gains predicted future gains and a greater percentage of administrators who had experienced losses predicted losses. Apparently the "losers" did not feel that they have stemmed their losses and were not optimistic about the future.

Additional analysis was done to compare the predictions of directors of accredited and unaccredited programs concerning competition and future enrollments. The comparison is shown in Table 25.

Table 25

Comparison of Predictions By Accredited/ Unaccredited Programs

Prediction	Accredited No.	Accredited %	Unaccredited No.	Unaccredited %
Overall Enrollment				
Increase	3	15	4	11
Remain the same	7	35	13	37
Decrease	10	50	18	51
Own Enrollment				
Increase	4	20	9	26
Remain the same	11	55	17	49
Decrease	5	25	9	29
Competition				
Increase	15	75	22	63
Remain the same	5	25	12	34
Decrease	0	0	1	3

The data in Table 25 indicate that there is no great difference between the administrators of accredited and unaccredited programs in prediction of overall enrollment.

However, a greater percentage of accredited program administrators predicted increases in competition for students. In regard to their own enrollment, a slightly higher percentage of unaccredited program administrators thought their own program enrollment would increase and a slightly higher percentage thought their own program enrollment would decrease.

Comparison of Selected Marketing Techniques between Losers and Gainers

If marketing enhances the prospects of success and is a useful tool in managing enrollment, then it could be expected that a comparison between administrators of programs experiencing enrollment increases and administrators of programs experiencing decreases would reveal that a higher percentage of administrators whose programs were experiencing enrollment increases were engaged in marketing. To test this, the use of selected marketing practices by these two groups was compared. The use of all 9 of the formal marketing techniques presented in Table 18 and other selected items by each of the two groups, those with enrollment gains and those with enrollment losses, were calculated and compared. The comparison is presented in Table 26.

Contrary to expectation, more program administrators whose programs had experienced enrollment declines in the past 3 years were found to be engaged in the practice of

good marketing techniques than administrators of programs that had experienced enrollment gains. The difference between the two groups was substantial for almost every practice.

Table 26

Comparison of Selected Practices Used By Programs Which Have Experienced Enrollment Losses/Gains

Practice	Losses		Gains	
	No.	%	No.	%
Use direct mail	18	75	13	54
Evaluate media effectiveness	16	64	11	46
Contact company training directors	17	71	10	43
Involve students in recruiting	18	75	12	55
Followup leads by mail	13	65	11	48
Followup leads by telephone	5	25	3	14
Develop market segment profile	14	58	11	48
Develop market segment strategy & pieces	12	48	6	33
Review marketing efforts	13	52	7	28
Conduct attrition studies	16	64	10	43
Publish student newsletters	14	56	9	37
Develop annual market plan	6	24	5	21
Conduct market research	5	20	2	8
Use market information system	10	40	4	17
Study competition	7	28	2	8

N = 49

The data presented in Table 26 seem to indicate that the practice of good marketing techniques leads to declines in enrollment. Since that is difficult to accept, there must be some explanation for what appears to be illogical findings. The most likely is that the administrators of programs which experienced enrollment declines in the past 3 years were not engaged in those practices at the time of the decline but, rather, embraced marketing as a solution for the problem of declining enrollment. Since the application of the marketing concept to the management of enrollment takes knowledge, expertise, time, and resources, it is quite possible that MBA program directors did not make the efforts required to market the program as long as an acceptable level of enrollment could be maintained without effort.

Chapter 5

INTERPRETATION, CONCLUSIONS AND RECOMMENDATIONS

Summary and Interpretation of Results

The purpose of this study was to determine how the deans and directors of MBA programs in the Middle Atlantic region perceived and responded to the problem of enrollment. An effort was also made to identify the extent to which selected marketing techniques were being applied to the managment of MBA programs and to determine the perceived effectiveness of these techniques.

The Problem of Enrollment

The findings were that almost one-half (49%) of the respondents had experienced decreases in enrollment in the past 3 years and 51% of the programs experienced increases in enrollment. Both the median decrease and the median increase fell within the 6% to 10% range. Reports that some programs are experiencing declines are supported by the findings, and the declines are not isolated. It is also important to note that although 49% of the MBA program administrators reported enrollment declines, only 14% of the respondents reported declines in enrollment of their parent institution. This seems to indicate that the problem can be attributed to the MBA program rather than to the

administration and policies of the parent institution, to the decline in the traditional college age cohort, or to local economic conditions.

A majority of the respondents (51%) predicted that the overall market for the MBA degree will decline within the next 3 years and 67% predicted that competition for students would increase. Although it is logical that a decline in the overall demand for the MBA degree would result in an increase in competition for students, it is difficult to explain the difference between the percentage of respondents predicting a decline in demand and the percentage of respondents predicting increased competition. Perhaps, the fact that one-half of the respondents were experiencing enrollment declines at the same time that the other one-half were experiencing enrollment increases led the "losers" to believe that their losses could not be attributed solely to decline in demand.

Despite predictions of a decline in demand for the MBA degree and increased competition for students, only 25% of the respondents predicted that their own enrollment would decrease. Twenty-four percent predicted increases for their enrollment and 51% expect their enrollment to remain the same. This seems to indicate that most administrators are confident of their ability to compete successfully and to increase or stabilize enrollment. It could also mean that many administrators are overconfident or unwilling to face reality.

A comparison of the predictions of program administrators of programs experiencing increases in enrollment with administrators of programs experiencing decreases, showed that predictions for both the overall market and for their own programs seem related to past experience. For example, 17% of the respondents with programs experiencing increases predicted increases in the overall demand for the MBA degree as compared to 4% of the administrators of programs experiencing decreases. Fifty-two percent of the respondents from programs experiencing decreases predicted a decrease in the overall demand for the MBA degree as compared to 46% of the respondents from programs experiencing increases.

Even more impressive is the relationship of experience to predictions for their own programs. Forty-two percent of the respondents from programs that had experienced increases predicted future increases for their own programs as compared to only 8% of the respondents from programs which had experienced decreases. Only 16% of the respondents from programs which had experienced increases predicted decreases in their own programs as compared to 36% of the respondents from programs which had already experienced decreases. Administrators whose programs are still experiencing growth may be overconfident and have yet to deal with the problem of sustaining enrollment.

The comparison of predictions by administrators of accredited programs with those from unaccredited programs

showed that the prediction of a decrease in the overall demand was about equal for both groups. A smaller percentage of respondents from the unaccredited group predicted stability for their own enrollment (49% for the unaccredited compared to 55% for the accredited) and a larger percentage of respondents from the unaccredited group predicted either an increase (26% compared to 20%) or a decrease (29% compared to 25%).

In summary, (a) about one-half (49%) of the programs have already experienced enrollment decreases, (b) one-half (51%) of the respondents predicted a decrease in the overall demand, (c) 51% predicted their own enrollment will remain the same, (d) 25% predicted their own enrollment will decrease, and (e) 67% predicted competition for students will increase in the next 3 years. Predictions of overall demand for the MBA degree, competition for students and the respondent's own enrollment seem related to past enrollment. Although there are differences in the predictions made by respondents from accredited and unaccredited programs, the differences are less marked than those related to past enrollment experience.

MBA Progams and Marketing

Who markets the MBA program. At 74% of the responding programs, the MBA program director was the person chiefly responsible for marketing the MBA program. However, only 47% of the fulltime and 16% of the parttime program staff had experience or training in marketing. Forty-three

percent of the program administrators received no external assistance in marketing their programs and 23% received no internal assistance. Only 29% received professional assistance in developing market strategies from an educational or marketing consultant or from an advertising agency. In 45% of the programs, the promotional materials were designed by the MBA program administration and in 40%, by a college service agency. Forty-eight percent of the programs coordinated and distributed their own promotional materials and 52% relied upon an institutional service unit. The findings indicate a general lack of marketing expertise among MBA program administrators and a high degree of dependence upon external marketing assistance which is often rendered by professionals who are not marketing specialists.

The marketing budget. The marketing budget for most programs (58%) is less than 5% of the total MBA program budget. In dollars, 53% of the programs have an annual expenditure of less than $5,000 and 24% spend between $5,001 and $15,000. This probably explains the infrequent use of mass media. Most budgets reported in the survey would provide only the minimum essential requirements for operating, but not for marketing, a program. The budget needed merely to respond to routine inquiries (program brochure, class schedules, postage, etc.) would be well above $5,000 per year.

The use and effectiveness of mass media. Only 2 of the 11 forms of mass media surveyed were used by more than one-half of the respondents. Direct mail ranked 1 and was used by 63% of the respondents. Newspaper advertising ranked 2 and was used by 58% of the respondents. Newspaper publicity ranked 3 and was used by 43%. All other media were used by 16% or less of the respondents. In light of the limited budgets available to fund the marketing effort, these data are not surprising.

The perceived effectiveness of the mass media scored much higher than frequency of use because respondents rated media which they did not use. The medium which ranked 2 in use, newspaper advertising, was ranked 1 in effectiveness by 78% of the respondents. Direct mail, ranked number 1 in use, was ranked number 2 in effectiveness by 67% of the respondents. Newspaper publicity which ranked 3 in use ranked last in effectiveness with only 1 respondent rating it effective. All of the other mass media listed were rated effective by more than one-third of the respondents. This seems to indicate that the infrequency of use of the mass media can be attributed to lack of funds rather than to lack of effectiveness. Another possibility is that administrators and educators prefer to use techniques with which they are familiar and feel comfortable.

Focused approach and personal contact techniques. The survey also measured the use of 28 focused approaches

and personal contact techniques for informing the market and for identifying prospects. Only 6 of these were used by slightly more than one-half of the respondents. They were visits to industry and organizations, which were used by 60%; participation in the MBA Forum, by 55%; mailings from purchased lists of names, by 53%; listings in directories, by 53%; contact with personnel or training directors, by 54%; and use of current students to inform prospective students, by 52%. The low rate of use of lower-cost, focused approaches and personal contact techniques seems to indicate that these are not preferred to mass media approaches. In fact, the findings do not indicate any approach--mass media or other type--which is used by two-thirds of the respondents.

Responding to inquiries. The findings indicated that most program administrators made an effort to respond to initial inquiries promptly, and the majority send material in addition to the items specifically requested in the inquiry. However, followup on prospects was very poor. Only 18% of the respondents reported doing a followup mailing and only 13% made a followup telephone call. Since the cost of identifying a prospect and making the initial mailing is substantial, consistent followup on every prospect is needed to protect the basic investment and to assure that as many prospects as possible are converted into applicants.

Formal marketing techniques. An objective of this survey was to determine the extent to which basic, formal marketing techniques were being applied to the management of enrollment in MBA programs. The activities discussed until now have been sales-oriented marketing techniques used to inform the public, generate inquiries and persuade prospective students. Formal marketing techniques are those activities and strategies through which the marketing plan is developed and implemented. Only two activities, evaluating media effectiveness and developing a market segment profile were carried out by more than one-half of the respondents, by 56% and 54% respectively. Only 43% of the respondents reviewed their marketing efforts and only 40% designed strategies and promotional pieces on the basis of their market segment profiles. Marketing information systems were used by only (27%) of the respondents; marketing plans, by (23%); non-demographic student profiles, by (20%); evaluation of the competitors' strategy, by (18%); and market research, by (16%). All of these vital techniques are seldom used by program administrators. They are fundamental to marketing and it is doubtful that any program not using them could be truly said to be engaged in marketing the MBA program.

Serving the student. The market concept is based upon the premise that the supplier's service should have a high congruence with the user's needs. In this case, it means that the MBA program administrator must be extremely

alert to students' needs and design a program and services that are highly responsive to those needs. Very few, less than 25% of the program staff, received any specific training which would sensitize them to the needs of students. Most programs offered the basic student services, such as financial aid, fellowships, mail registration, and placement, which are common at any institution of higher education.

The data indicated poor communication between students and program administrators. Only one-half of the administrators communicated with students during the term by means of a newsletter or similar vehicle. Only 60% of the respondents surveyed students about the adequacy of student services. Forty-six percent did not conduct attrition-retention studies. Ignoring attrition studies is a very serious matter for they often point out inadequacies in the program and services which are sufficient to motivate withdrawal. This is another example of lack of followup.

The findings also indicated a lack of understanding of the needs of businesspersons generated by job demands. Weekdays are extremely demanding for businesspersons. Deadlines and out-of-town travel may make it difficult for businesspersons to attend evening classes during the week, but only 34% of the respondents offered Saturday classes and only 20% made counseling and registration available on Saturdays. Only 27% offered on-site classes to businesses, industries and organizations, although these make attendance

extremely convenient. Another innovation, executive-type MBA programs which offer individualized programs to middle and upper-level management were offered by only 27% of the programs. Only 20% of the respondents had developed any profiles (attitudes, lifestyle, values, etc.) other than demographic profiles for current students. Psychographic and lifestyle profiles are both becoming increasingly important in the development of productive marketing strategies.

Losers compared to gainers. Because the respondents could be grouped into two groups almost identical in size, losers (25), who had experienced enrollment decreases, and gainers (24), who had experienced enrollment increases, it was convenient to compare their use of selected marketing activities, techniques and practices. The data indicated that a greater percentage of the losers made use of formal marketing techniques, mass media, focused approaches, personal contact strategies, and student services to promote their programs. Since all of these are good marketing practices, it was concluded that they were employed after the losses began to occur. This suggests that genuine marketing begins when enrollment decreases begin--a reactive rather than a pro-active stance.

Conclusions

Examination of the data has led to the following conclusions:

(1) Enrollment in MBA programs is declining in almost one-half of the programs in the Middle Atlantic region.

(2) Most MBA program administrators believe that the demand has peaked and that enrollment overall will decrease in the next 3 years.

(3) Most MBA program administrators expect competition for students to increase over the next 3 years but are confident that they can maintain their enrollment. This confidence was not related to the practice of marketing.

(4) Although some program administrators use traditional sales techniques to inform the public and to generate prospects, the mass media are underused and no specific techniques are in widespread use.

(5) Although the mass media are not widely used, they were perceived as effective vehicles for informing the public.

(6) Few administrators use the fundamentals of marketing, such as planning, monitoring, controlling, evaluating, revising, targeting, data gathering to manage enrollment and only a few administrators are truly marketing their MBA program.

(7) Few MBA program administrators practice the marketing concept, the approach which holds that the key to achieving organizational goals (in this case, managing enrollment) consists of determining the needs and wants of target

markets and delivering satisfaction more effectively and efficiently than competitors.

(8) Student needs and wants do not appear to be the focal point of most programs. Student services are limited to those which are generally available at most educational institutions.

(9) As long as enrollment can be achieved without effort, that is, without marketing, MBA program administrators will not involve themselves with marketing. Marketing is an activity which is initiated in response to an immediate crisis, that is, a decrease in enrollment.

(10) Although marketing is a specialization within the profession of business administration, most MBA program administrators have little expertise in this area.

Implications for the Improvement of Practice

Few institutions of higher education, especially private institutions, can afford programs which are not economically healthy. Although subsidies can usually be found for liberal arts and general studies, professional programs are usually expected to be self-sustaining. It would be difficult to imagine an institution willing to subsidize a business program. For a program to be self-sustaining and, at the same time, provide quality education, there is a specific level of enrollment that must be achieved. When enrollment drops below this level, problems arise. The existence of the program is constantly

challenged. Decisions are more often made on the basis of budget than quality. Faculty-student ratios rise. The program does not draw top flight faculty. Standards for admission and academic standards may be lowered and institutional support may waver. For all of these reasons, an adequate enrollment is essential for sustaining a healthy, quality program.

Although the marketing of educational programs has become an accepted practice since the mid-seventies, MBA program administrators generally have not been practicing the basic activities associated with marketing a product or service. The euphoria created by an unprecedented demand for the MBA degree in the last decade, seems to have distracted many MBA program administrators from the reality that demand for the MBA degree has leveled off or is declining and has engendered a false sense of security and an "it can't happen to me" attitude. However, those administrators who have been affected, have begun, but only just begun, to implement the basic practices of marketing.

Based upon the findings of the survey, the following actions are recommended:

(1) a basic education program be implemented by the AACSB and other appropriate professional associations to (a) alert MBA program administrators to the reality that enrollment declines are now in progress and may soon affect them and (b) create an awareness among MBA program administrators of marketing and its value in managing enrollment.

(2) a concerted effort be made by leaders in the field of educational marketing to communicate to MBA program administrators the basic philosophy of the marketing concept and to counteract the "sales" perception of marketing.
(3) a series of compensatory educational programs be offered by the AACSB or other appropriate professional associations to enable MBA program administrators to achieve proficiency in the rudiments of educational marketing.
(4) a program be developed and implemented to prepare and certify consultants in the field of MBA program marketing and a directory of certified consultants be prepared and distributed to MBA program administrators.

Strategies for Improvement, Implementation and Diffusion

The results of the study will be sent to each participating institution and to the American Assembly of Collegiate Schools of Business. Two leading consultants in the field of educational marketing who have provided initial encouragement and assistance in the development of this study, Dr. Christopher Lovelock of Harvard University and Dr. Philip Kotler of Northwestern University, have expressed interest in the findings for use in their work. An abstract will be sent to the "Research in Brief" section of Selections, the Magazine of the Graduate Management Admissions Council, and to the College Board Review. Articles will also be prepared for other journals pertaining to education and business education. Notices of

availability of the study will be sent to other professional journals. A copy will be sent to the appropriate Educational Resources Information Center (ERIC) clearinghouse. Efforts will be made to present papers at the meetings of professional associations, such as the American Marketing Association, the Association for Continuing Higher Education (deans of continuing education and graduate study), Council for the Advancement and Support of Education (CASE) seminars, and regional and national conferences of educators.

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APPENDIXES

APPENDIX A

COVER LETTERS

INTRODUCTORY LETTER REQUESTING DESIGNATION OF RESPONDENT

Marketing of MBA Programs is the shortened title of a research study (dissertation) I am presently doing to complete the final degree requirements for my doctorate with NOVA University.

The purpose of this letter is to ask your help with the study by identifying an individual to complete a questionnaire which will be sent out shortly.

Attached is a brief on the purpose and scope of the study. I believe you will find the study of interest and its results useful.

Questionnaires will be sent to 70 institutions (Pennsylvania, New York, New Jersey, Maryland, Delaware) located in the Middle Atlantic Region. These 70 institutions grant the masters in business administration degree with full-time and/or part-time programs.

All institutional responses will be held in the strictest confidence. Information and data will be compiled, analyzed and presented in composite form. The final results and the study will be shared with you in order to encourage your participation.

Enclosed are the following:

* A brief of the study, purpose and scope
* A form on which to indicate to whom the questionnaire and final results are to be sent
* A postage paid reply envelope for returning the form

Again, at this point I am simply asking you to help by designating an individual to complete the questionnaire which will be sent shortly. Please complete the enclosed form and return using the postage paid reply envelope.

I thank you for your participation and sincerely appreciate your help. If you have any questions, please feel free to call me at 215 929-0002. Thank you.

Sincerely,

Paul F. Sable
Associate Academic Dean
for Continuing Education

COVER LETTER TO DESIGNATED RESPONDENT

Dr. Francis Connelly has agreed that the School of Business and Public Administration of Baruch College should participate in a study on the marketing of MBA programs in the Middle Atlantic region and has named you to respond in behalf of your program. I certainly appreciate your participation in the study and the sharing of your expertise and experience.

The enclosed data sheet explains the purpose of the study. Although the questionnaire may seem rather long, the questions are simple to answer and should not require reference to your records. Approximations are quite acceptable. If you should have any questions, please call me at 215-929-0002.

Please be assured that all responses will be held in the strictest confidence and that under no circumstances will results be identified with specific institutions. Summaries of the findings will be available in mid-summer and will be mailed to all respondents.

Again, thank you for your assistance and time.

Sincerely,

Paul F. Sable
Associate Academic Dean
for Continuing Education

COVER LETTER USED WHEN PRINCIPAL IS RESPONDENT

I am most pleased that you will be answering the MBA questionnaire personally. I appreciate your interest and concern in taking time from your busy schedule to share your expertise and information with us.

The enclosed data sheet explains the purpose of the study. Although the questionnaire may seem rather long, the questions are simple to answer and should not require reference to your records. Approximations are quite acceptable. If you should have any questions, please call me at 215-929-0002.

Please be assured that all responses will be held in the strictest confidence and that under no circumstances will results be identified with specific institutions. Summaries of the findings will be available in mid-summer and will be mailed to all respondents.

Again, may I express my gratitude for your assistance.

Sincerely,

Paul F. Sable
Associate Academic Dean
for Continuing Education

COVER LETTER USED WHEN NO RESPONSE TO INTRODUCTORY LETTER

I am conducting a survey of MBA programs in the Mid-Atlantic region to determine how program administrators are marketing MBA programs and how they perceive of the effectiveness of selected marketing techniques. The study also hopes to find out how administrators are responding to the projected decline in enrollment which some are predicting for the MBA programs.

I would very much appreciate it if you would share this information concerning your program and predictions with us. This study is being conducted as my final major area research project for the EdD degree from Nova University.

The inclosed questionnaire, although it may seem lengthy, can be answered without reference to records and should not take more than 15 to 20 minutes of your time. The information which you provide will not be released in any form which can be identified with your institution and will be held in the strictest confidence.

The findings of the study should be useful to you and your program and we will send a summary to you in mid-summer. I will be most grateful for your assistance in making this survey as complete as possible.

Sincerely,

Paul F. Sable
Associate Dean for
Continuing Education

APPENDIX B

QUESTIONNAIRE

MARKETING STRATEGIES USED TO PROMOTE MASTER OF BUSINESS ADMINISTRATION PROGRAMS IN COLLEGES AND UNIVERSITIES IN THE MIDDLE ATLANTIC REGION: A DESCRIPTIVE SURVEY

No information pertaining to your institution will be released in any manner which can be identified with your institution. Data will be released only for groups and subgroups.

Please answer the questions according to the instructions for the specific question and return in the envelope provided to Paul F. Sable, Associate Dean for Continuing Education, Albright College, Reading, Pa. 19603. (215) 921-2381 ext. 291.

INSTITUTIONAL INFORMATION

1. Name of institution _____

2. Is your parent institution a (circle one)
   [1] Public college
   [2] Private college
   [3] Public university
   [4] Private university

3. Enrollment of your parent institution is (circle one)
   [1] Fewer than 750
   [2] 750 to 1,000
   [3] Between 1,000 and 1,999
   [4] Between 2,000 and 2,999
   [5] Between 3,000 and 4,999
   [6] More than 5,000

4. During the past 3 year period, has the enrollment of your parent institution (circle one)
   [1] Increased
   [2] Remained about the same
   [3] Decreased

5. Is your MBA program considered (circle one)
   [1] A separate school within the institution
   [2] A department within the institution
   [3] A separate administrative office
   [4] Other (specify) _____

PROGRAM INFORMATION

6. How long has your institution been offering an MBA program?
   _____ years

7. Is your MBA program (circle one)
   [1] Full-time
   [2] Part-time
   [3] Both full- and part-time

8. The minimum number of months to obtain degree?
   _____ months

9. Is your MBA program currently accredited by AACSB?
   _____ Yes _____ No _____ Application pending _____ Plan to seek within 3 years

10. What is the total number of students currently taking classes in your MBA program?

_____ Full-time _____ Part-time

11. Has the total number of students (full- and part-time) increased or decreased in the past 2 years?

_____ Increased _____ Decreased

12. What is the approximate percentage of increase or decrease?

_____ % Increase _____ % Decreased

13. Do you require a minimum GMAT score for admission?

_____ Yes _____ No

If yes, what is that minimum acceptable score?

_____

14. In the past 3 years have your changed your admission standards? (circle one)

[1] Been raised
[2] Remained the same
[3] Lowered

15. Do you use the Graduate Management Admission Search Service?

_____ Yes _____ No

16. Is your MBA program primarily competing in a (circle only one)

[1] Local market
[2] Regional market
[3] National market
[4] International market

17. How many faculty are currently teaching full-time in your program?

_____

18. How many faculty are currently teaching part-time in your program?

_____

19. How many MBA program administrators also teach classes in your program?

_____

20. Are adjunct faculty required to have a terminal degree or its equivalent to teach?

_____ Yes _____ No

21. Does your MBA program use (circle appropriate numbers)

[1] Satellite campuses / off-campus sites
[2] Cooperative programs at other educational institutions
[3] Classes at work sites
[4] Television/correspondence
[5] Other (specify)

22. In general, is the focus of your MBA program (circle one)
    [1] Specialization
    [2] Generalization

23. Please insert approximate enrollment in your MBA program for the following years.

	Full-time	Part-time
1980	_____	_____
1981	_____	_____
1982	_____	_____
1983	_____	_____
1984	_____	_____

24. What is your present tuition for the MBA program/course cost per credit?
    _____ Cost per credit

RESPONDENT AND ADMINISTRATIVE INFORMATION

25. Name of respondent _____

26. What is respondent's administrative title? (Title) _____
    _____

27. To whom do you report to administratively? (Title) _____
    _____

28. What is the title of the highest ranking MBA program administrator?
    (Title) _____

29. To whom does this person report? (circle one)
    [1] Institution president
    [2] Institution provost
    [3] A vice president
    [4] A dean
    [5] Other (specify) _____

30. How many administrators (include counselors) are employed by the MBA program?
    _____ Full-time _____ Part-time

31. How many clerical personnel are employed by the MBA program?
    _____ Full-time _____ Part-time

32. During the past 3 years has there been an increase in the administrative staff of the MBA program?
    _____ Yes _____ No

33. How many of your MBA administrative staff have previous experience or have taken courses/workshops in marketing?
    _____ Full-time _____Part-time

34. What is the title of the person who has the primary responsibility for marketing the MBA program?

(Title) _____

35. What percentage of respondent's time is devoted to marketing (i.e. promoting and/or recruiting) for the MBA program?

_____ %

36. What unit is primarily responsible for coordinating the advertising and distribution of promotional materials? (circle only one)

[1] MBA program office

[2] Other college service unit (specify unit) _____

_____

[3] Other outside agency (specify) _____

_____

MARKETING STRATEGIES

37. What percentage of all funds for the MBA program is allocated to advertising, promotion, and marketing? (circle one)

[1] Under 5%
[2] 5% to 8%
[3] 9% to 12%
[4] 13% to 16%
[5] 17% to 20%
[6] Over 20%

38. What is the size of your MBA program advertising/promotional budget? (circle one)

[1] Under $5,000
[2] $5,001 to $15,000
[3] $15,001 to $25,000
[4] $25,001 to $35,000
[5] $35,001 to $45,000
[6] Over $45,000

39. Within the past 2 years what percentage has your advertising/promotional budget increased or decreased?

[1] _____ % Increased
[2] _____ Remained the same
[3] _____ % Decreased

40. What in-house assistance do you receive in developing marketing strategies for your MBA program? (circle appropriate numbers)

[1] Faculty members knowledgeable in marketing
[2] College public relations service units
[3] MBA classes
[4] Other (specify) _____
[5] None

41. What external assistance do you receive in developing marketing strategies for your MBA program? (circle appropriate numbers)

[1] Advertising agencies are utilized
[2] Marketing consultants are utilized
[3] Educational consultants are utilized
[4] Advisory committee
[5] Alumni
[6] Other (specify) _____
[7] None

42. How often do you use the following to market your MBA program? (circle the appropriate letter according to the key chart)

a - Do not use
b - Seldom use
c - Moderately use
d - Frequently use
e - Always use

[1]	Newspaper advertising	a	b	c	d	e
[2]	Newspaper publicity	a	b	c	d	e
[3]	Direct mail (soliciting prospects)	a	b	c	d	e
[4]	Radio advertising	a	b	c	d	e
[5]	Television advertising	a	b	c	d	e
[6]	Radio/TV public service announcements	a	b	c	d	e
[7]	Posters at businesses or organizations	a	b	c	d	e
[8]	Posters at educational institutions	a	b	c	d	e
[9]	Billboards	a	b	c	d	e
[10]	Transit advertising	a	b	c	d	e
[11]	Specialty advertising (premiums, etc.)	a	b	c	d	e
[12]	Advertisements in specialty journals	a	b	c	d	e
[13]	Magazine advertising	a	b	c	d	e
[14]	Other (specify) _____	a	b	c	d	e

43. Other than through a "general feel," do you formally evaluate the effectiveness of your media promotions?

_____ Yes _____ No

If you do evaluate on a structured basis, which of the following describes your method of gathering data (circle all that apply)

[1] Tallying of inquiries (phone, mail, etc.)
[2] Tallying of coupons or return cards
[3] Student questionnaires (e.g. as to how they became informed/aware of your program)
[4] Other _____

44. How often do you use the following to inform the markets of your MBA program? (circle the appropriate letter for each vehicle according to the the key chart)

a - Do not use
b - Seldom use
c - Moderately use
d - Frequently use
e - Always or practically always use

[1]	Mailings of parent institution's general catalog on request	a	b	c	d	e
[2]	Mailings of MBA program catalog on request	a	b	c	d	e
[3]	A viewbook on the MBA program	a	b	c	d	e
[4]	MBA specific informational brochures (as opposed to catalogs and viewbooks)	a	b	c	d	e
[5]	Unsolicited mailings of catalogs/viewbooks or brochures to prospective students	a	b	c	d	e
[6]	Telephone follow-up to inquiries	a	b	c	d	e
[7]	Posters in employment/educational settings	a	b	c	d	e
[8]	Display or coupon holders	a	b	c	d	e
[9]	Mailings from purchased list of names	a	b	c	d	e
[10]	Mailings to personnel directors	a	b	c	d	e
[11]	Mailings to undergraduate college faculty and career offices	a	b	c	d	e
[12]	Visits to industry and other organizations	a	b	c	d	e
[13]	Participation in the MBA Forum	a	b	c	d	e
[14]	Talks to clubs/organizations	a	b	c	d	e
[15]	Video presentations	a	b	c	d	e
[16]	Advertisements in student newspapers or publications	a	b	c	d	e
[17]	Advertisements or articles in alumni publications	a	b	c	d	e
[18]	Advertisements or articles in company and organization house organs	a	b	c	d	e
[19]	Advertisements in programs and directories	a	b	c	d	e
[20]	Listing in directories	a	b	c	d	e
[21]	Use of alumni in a formal recruitment program	a	b	c	d	e
[22]	Memberships in organizations	a	b	c	d	e
[23]	Other (specify) _____	a	b	c	d	e

45. Listed below are several techniques or strategies identified as having been used in promoting graduate programs. Indicate if any of these are presently being used by your MBA program. (circle the appropriate letter for each strategy according to the key chart)

a - Do not use
b - Seldom use
c - Moderately use
d - Frequently use
e - Always or practically always use

[1]	Contact with academic department heads at undergraduate institutions to inform them of program offerings	a	b	c	d	e
[2]	Student search/locator services to identify prospective students	a	b	c	d	e
[3]	Contact with personnel/training directors to inform of our graduate offerings	a	b	c	d	e
[4]	Contact with placement directors at other academic institutions to inform them of educational opportunities for their employees	a	b	c	d	e
[5]	Use of current students to inform other prospective students	a	b	c	d	e
[6]	Selected MBA faculty and/or MBA administrative personnel in systematically scheduled visits to business, industry or service organizations	a	b	c	d	e
[7]	Selected MBA faculty and/or MBA administrative personnel in systematically scheduled visits to other academic institutions	a	b	c	d	e
[8]	Correspondence with your institution's undergraduate seniors to inform them of your program offerings	a	b	c	d	e
[9]	Seminars/workshops through which you inform participants of your MBA program	a	b	c	d	e
[10]	Use of alumni in communicating your program offerings	a	b	c	d	e
[11]	Financial assistance through scholarships, grants awarding of assistantships and fellowships	a	b	c	d	e

46. When you respond to an initial inquiry about your program, is the material sent by first or third class mail? (circle one)

[1] First class
[2] Third class
[3] Other (specify) _____

47. In responding to an initial request for information, is a cover letter sent with the program material?

_____ Yes _____ No

If yes, is the letter (circle all that apply)

[1] Personalized through inquirer's name typed in the salutation.
[2] Contains an original signature
[3] A form letter with a general heading (e.g. Dear Prospective Student)

48. In responding to an initial request for information, what type of envelope is used? (circle all that apply)

[1] Plain envelope with insitution's return address
[2] Distinctive envelope with institution's return address
[3] An envelope on which the institution's logo is printed
[4] Typed address on envelope or envelope label
[5] Hand addressed on envelope or envelope label

49. What is the time lapse between the receiving of an inquiry and the mailing of material? (circle one)

[1] Same day
[2] 1 day
[3] 2-3 days
[4] 4-7 days
[5] 8-10 days
[6] Over 10 days

50. Who primarily designs the advertisements and promotional materials for the MBA program? (circle only one)

[1] MBA program administration
[2] Other college service unit
[3] Advertising agency
[4] Other (specify) _____

51. Approximately how many MBA program catalogs were printed this year?

_____

52. Do you provide follow-up to initial inquiries by way of

[1] Follow-up mailing _____ Yes _____ No
[2] Follow-up telephone call _____ Yes _____ No
[3] Include on mail list _____ Yes _____ No
[4] Other (specify) _____

53. Do you have a cooperative recruitment program with another institution or organization?

_____ Yes _____ No

If yes, please describe briefly _____

_____

_____

54. Are you using computer support in your marketing and recruitment efforts?

_____ Yes _____ No

If yes, how is the computer used? (circle all that apply)

[1] Data base
[2] Word processor
[3] Other _____

55. In responding to inquiries for the MBA program, do you send out

[1]	Parent institution's catalog or viewbook	_____ Yes	_____ No
[2]	Separate graduate or MBA catalog	_____ Yes	_____ No
[3]	Separate graduate or MBA viewbook	_____ Yes	_____ No
[4]	General MBA brochure	_____ Yes	_____ No
[5]	Department or academic major brochures	_____ Yes	_____ No
[6]	General cover letter	_____ Yes	_____ No
[7]	GMAT or other testing information	_____ Yes	_____ No
[8]	Financial aid information	_____ Yes	_____ No
[9]	Postage paid reply envelope/card	_____ Yes	_____ No
[10]	Fact sheet	_____ Yes	_____ No
[11]	Schedule of classes	_____ Yes	_____ No
[12]	Event information	_____ Yes	_____ No
[13]	Initial follow-up mail piece	_____ Yes	_____ No
[14]	Other (specify) _____		

56. Have you developed a profile of the various market segments to which your program is directed?

_____ Yes _____ No

57. Are special promotional pieces or strategies directed to specialized segments of your market?

_____ Yes _____ No

58. Do you have a formal system to evaluate and review continuously competitors' strategies and programs?

_____ Yes _____ No

59. Do you periodically perform a formal, systematic review of your marketing efforts covering objectives, resources, opportunities, and strategies?

_____ Yes _____ No

STUDENT SERVICES

60. Have you developed a demographic profile of your current students?

_____ Yes _____ No

61. Have you developed any other profiles (attitudes, lifestyle, values, etc.) on your current students?

_____ Yes _____ No

62. Do you have a training program or material which you use to orient and sensitize your staff to student needs?

[1] For administrators _____ Yes _____ No
[2] For clerical personnel _____ Yes _____ No
[3] For counselors _____ Yes _____ No
[4] For faculty _____ Yes _____ No

63. Do you try to meet changing public demand for services and programs?

_____ Yes _____ No

If yes,

[1] by periodic review of programs
[2] by periodic review of student services
[3] by periodic review of marketing strategies
[4] by the addition of new service and program offerings
[5] Other (specify) _____

64. Do you conduct attrition/retention studies for your MBA program?

_____ Yes _____ No

65. Do you survey your students regarding their satisfaction and/or dissatisfaction as to

[1] Program _____ Yes _____ No
[2] Faculty _____ Yes _____ No
[3] Services _____ Yes _____ No

66. During the semester, do you communicate with students on a regular basis by means of a newsletter, bulletin, etc.?

_____ Yes _____ No

67. Do you provide academic advising/counseling to MBA prospects/students during the

[1] day _____ Yes _____ No
[2] evening _____ Yes _____ No
[3] weekend _____ Yes _____ No

68. Do you provide formal career counseling to MBA students? _____ Yes _____ No

69. Do you provide formal placement services for the MBA students? _____ Yes _____ No

70. Do you provide orientation for new MBA students? _____ Yes _____ No

71. Do you provide a handbook of policies, etc. to MBA students? _____ Yes _____ No

72. Do you offer financial aid to your MBA students? _____ Yes _____ No

73. Do you offer fellowships or departmental graduate assistantships? _____ Yes _____ No

74. Do you offer workstudy or internships to your MBA students? _____ Yes _____ No

75. Do you allow students to register for courses by mail? _____ Yes _____ No

76. Do you allow students to make payment through recognized credit cards? _____ Yes _____ No

77. Do you have a deferred tuition payment plan for your students _____ Yes _____ No

78. Is your office open during any evening hours? _____ Yes _____ No

79. Do you offer graduate MBA classes during the day? _____ Yes _____ No

80. Do you offer graduate MBA classes in the evening? _____ Yes _____ No

81. Do you offer graduate MBA classes on Saturday? _____ Yes _____ No

82. Do you offer on-site MBA classes to industry/business/ organizations? _____ Yes _____ No

83. Do you offer an executive type or specialized MBA program? _____ Yes _____ No

MARKETING AWARENESS

84. Do you prepare annually a formal, written marketing plan?
_____ Yes _____ No

85. How would you rate the overall commitment of non-MBA faculty at your parent institution with respect to the MBA program? (circle one)
[1] Very negative
[2] Negative
[3] Neutral
[4] Positive
[5] Very positive

86. How would you rate the overall commitment of top administrators at your parent institution with respect to the MBA program? (circle one)
[1] Very negative
[2] Negative
[3] Neutral
[4] Positive
[5] Very positive

87. How would you rate the overall perception of the parent insititution's administration and faculty with respect to marketing activities? (circle one)

[1] Very negative
[2] Negative
[3] Neutral
[4] Positive
[5] Very positive
[6] Unaware

88. Do you conduct formal market research as part of your marketing efforts for the MBA program?

_____ Yes _____ No

89. Do you involve other academic departments in recruitment for and promotion of the MBA program?

_____ Yes _____ No

90. Do you have a specific information system that keeps you aware of changing social, economic and marketing conditions and circumstances?

_____ Yes _____ No

If yes, is such a system formal or informal?

_____ Formal _____ Informal

91. In the next 3 years, do you expect the overall market for the MBA degree to (circle your opinion)

[1] Increase
[2] Remain the same
[3] Decrease

92. In the next 3 years, do you expect the competition for MBA students to (circle your opinion)

[1] Increase
[2] Remain the same
[3] Decrease

93. In the next 3 years, do you expect your MBA program enrollment to (circle your opinion)

[1] Increase
[2] Remain the same
[3] Decrease

94. Please rate the following media as to perceived marketing effectiveness. (circle the appropriate letter according to the key chart)

a - Very effective
b - Moderately effective
c - Little effect
d - No effect
e - Unable to judge

[1]	Newspaper advertising	a	b	c	d	e
[2]	Publicity and press releases	a	b	c	d	e
[3]	Direct mail	a	b	c	d	e
[4]	Radio	a	b	c	d	e
[5]	TV	a	b	c	d	e
[6]	Magazine/journal advertising	a	b	c	d	e
[7]	Outdoor advertising	a	b	c	d	e
[8]	Transit advertising	a	b	c	d	e
[9]	Posters on bulletin boards	a	b	c	d	e

APPENDIX C

LIST OF PARTICIPATING INSTITUTIONS

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Adelphi University
Baruch College
Bloomsburg University of Pennsylvania
California University of Pennsylvania
Canisius College
Clarion University of Pennsylvania
Clarkson College
College of Insurance
Columbia University
Cornell University
Drexel University
Duquesne University
Fairleigh Dickinson University
Fordham University
Gannon College
Hofstra University
Kutztown University of Pennsylvania
LaSalle University
Long Island University
Long Island University, C. W. Post Campus
Manhattan College
Marist College
Marywood College
Monmouth College
Montclair State College
New York University
Niagara College
Pace University
Pennsylvania State University, Main Campus
Philadelphia College of Textiles & Science
Rensselaer Polytechnic Institute
Rider College
Robert Morris College
Rochester Insitute of Technology
Russell Sage College
Rutgers University, Camden Campus
Rutgers, Graduate School of Management
Seton Hall University
Shippensburg University of Pennsylvania
St. Bonaventure College
St. John's University
St. Joseph's University
State University of New York at Albany
State University of New York at Binghamton
Stevens Institute of Technology
Syracuse University
Temple University
Trenton State College
Union College
University of Baltimore
University of Delaware
University of Rochester
University of Scranton
Villanova University
Waynesburg College
Widener University

BIOGRAPHICAL SKETCH OF PAUL F. SABLE

Paul F. Sable was born January 21, 1945 in Scranton, Pennsylvania, the son of Eleanor and Paul R. Sable. Educated in the public schools of Scranton, he received a Bachelor of Science degree in management from the University of Scranton in 1966 and a Master of Business degree in marketing from the same university in 1972. While a student he was employed as an associate editor by the OLR Publishing Company in Scranton. In 1967 he joined International Correspondence Schools as a marketing representative and in 1968 he was made director of the Allentown Business School and Computer Science Institute, divisions of the International Textbook Company. From 1972 to 1976 he served as president of the Allentown Business School.

He left Allentown Business School in 1976 to become Associate Academic Dean at Albright College, a private 4-year liberal arts college in Reading, Pennsylvania. At Albright, he is Dean of Continuing Education, Director of the Evening College, Director of Summer Session, and director of the cooperative MBA program with St. Joseph's University, Philadelphia. Sable has taught courses in marketing at Albright College, St. Joseph's University, Pennsylvania State University and other institutions. He is the author of "The Marketing of Education" published by the American Association for Higher Education.

Sable is a member of the Association for Continuing Higher Education, Adult Education Association, National Association for Public Continuing and Adult Education, Association of College Deans, Pennsylvania Association for Adult Education, National Business Education Association, American Society for Training and Development, American Association for Higher Education, Sales and Marketing Executives International, Delta Mu Delta (national honorary society in business), Rotary International, American Mensa Society, and Common Cause. He is currently serving as a member of the national board of the Association for Continuing Higher Education and is national president of Alpha Sigma Lambda, a national honorary society for adult students.

In addition to his many professional activities, Sable is president of Perfect Enterprises, Inc. of Scranton and senior partner of Marketing Research Associates, a marketing consulting firm based in Reading, Pa. He enjoys collecting classic cars and racing autos as a hobby.

I certify that I have read and am willing to sponsor this Major Applied Research Project submitted by PAUL F. SABLE. In my opinion it conforms to acceptable standards and is fully adequate in scope and quality as a Major Applied Research Project for the degree of Doctor of Education at Nova University.

_____ (date)

_____
Dr. George F. Aker
MARP Advisor

I certify that I have read this Major Applied Research Project and in my opinion it conforms to acceptable standards for a Major Applied Research Project for the degree of Doctor of Education at Nova University.

_____ (date)

_____
Dr. Phyllis S. Cooper
Local Committee Member

This Major Applied Research Project was submitted to the Central Staff of the Center for Higher Education of Nova University and is acceptable as partial fulfillment of the requirements for the degree of Doctor of Education.

_____ (date)

_____
Dr. Ron A. Newell
Central Staff Committee Member